



WEST ASHLEY HIGH

4060 Wildcat Blvd.
Charleston, SC 29414

Grades	9-12 High School	
Enrollment	1,913 Students	
Principal	Mrs. Mary T. Runyon	843-573-1201
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	At-Risk
2009	Average	At-Risk
2008	Average	Excellent
2007	At-Risk	At-Risk
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	11	23	1	0

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	73.6%	70.4%	77.7%	81.3%	76.0%	77.7%
Passed 1 subtest (%)	14.5%	16.0%	11.5%	10.2%	13.0%	11.6%
Passed no subtests (%)	11.9%	13.6%	10.8%	8.5%	11.1%	11.0%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	84.0%	89.8%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	465	555	265	281
Number of Graduates in Cohort	288	321	195	198
Rate	61.9%	57.8%	75.2%	71.2%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	75.3%	75.3%
English 1	64.1%	67.2%
Physical Science	64.0%	55.9%
US History and the Constitution	42.6%	42.5%
All Tests	61.6%	59.9%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,913)				
Retention rate	8.1%	Down from 10.2%	3.7%	3.7%
Attendance rate	95.3%	Down from 95.7%	95.3%	95.4%
Eligible for gifted and talented	9.2%	Up from 8.3%	12.2%	12.4%
With disabilities other than speech	14.8%	Up from 14.4%	13.1%	12.8%
Older than usual for grade	16.7%	Up from 14.6%	9.3%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	9.8%	Up from 7.9%	1.2%	1.1%
Enrolled in AP/IB programs	23.3%	Up from 21.5%	13.1%	13.1%
Successful on AP/IB exams	34.1%	Down from 41.2%	47.1%	50.4%
Eligible for LIFE Scholarship	30.9%	Down from 32.9%	30.9%	30.4%
Annual dropout rate	6.8%	Down from 7.6%	3.8%	3.1%
Career/technology students in co-curricular organizations	1.3%	Down from 2.4%	1.2%	2.2%
Enrollment in career/technology courses	1306	No Change	421	424
Students participating in work-based experiences	34.9%	Up from 13.6%	12.6%	11.7%
Career/technology students attaining technical skills	67.9%	Up from 66.1%	77.2%	78.7%
Career/technology completers placed	100.0%	No Change	97.4%	98.5%
Teachers (n=129)				
Teachers with advanced degrees	59.7%	Down from 61.4%	59.5%	60.4%
Continuing contract teachers	75.2%	Up from 70.0%	79.9%	76.6%
Teachers with emergency or provisional certificates	6.4%	Down from 8.9%	6.3%	6.5%
Teachers returning from previous year	81.5%	Down from 84.1%	87.6%	86.8%
Teacher attendance rate	97.0%	Up from 95.8%	95.5%	95.8%
Average teacher salary*	\$45,593	Up 0.2%	\$47,232	\$47,390
Professional development days/teacher	17.5 days	Up from 7.0 days	10.8 days	10.0 days
School				
Principal's years at school	3.5	Up from 2.5	3.3	4.0
Student-teacher ratio in core subjects	29.2 to 1	Up from 27.8 to 1	27.1 to 1	25.8 to 1
Prime instructional time	91.2%	Up from 90.7%	89.2%	90.1%
Dollars spent per pupil**	\$7,930	Up 3.2%	\$7,672	\$7,974
Percent of expenditures for teacher salaries**	61.8%	Up from 58.8%	54.3%	55.4%
Percent of expenditures for instruction**	65.5%	Up from 62.9%	59.3%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	95.3%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	394	84.0%	1736	61.6%	555	57.8%	No
Gender							
Male	195	77.9%	871	63.8%	281	52.3%	N/A
Female	199	89.9%	865	59.3%	274	63.5%	N/A
Racial/Ethnic Group							
White	152	93.4%	638	76.5%	207	64.7%	N/A
African American	225	77.8%	993	51.4%	318	53.5%	N/A
Asian/Pacific Islander	N/A	N/A	35	77.1%	10	80.0%	N/A
Hispanic	10	70.0%	58	62.1%	17	47.1%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	45	48.9%	178	36.5%	65	33.8%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	51	68.6%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	171	74.9%	985	54.6%	262	47.7%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

West Ashley High embraces the belief that we must educate, encourage, and empower all of our students to achieve success in all facets of their high school careers and beyond. We serve a diverse student population of 1900 students. Our teaching staff of 127 teachers works diligently to create a learning environment in which teachers and students can work together to maximize the opportunities our students have to grow cognitively, socially, and emotionally. This talented and dedicated faculty engages in many hours of professional development to explore and implement differentiated instruction, strategies that engage students in the learning process and effective ways to incorporate technology into the delivery of instruction as part of the High Schools That Work comprehensive reform initiative. These focused efforts supported the success of our students as reflected in our achievement rating and in meeting the challenge of serving struggling readers. We have made significant progress in closing the achievement gap.

The focus on student achievement and academic excellence guided decisions to offer ten Advanced Placement courses and nine Dual Credit courses. Teams of teachers revisited the rigor of the curriculum and alignment with the SC Curriculum Standards along with instruction and assessments to ensure that students are well prepared to advance to college, military service, or employment. Students earned \$4.5 million in scholarships, 115 Life Scholarships, and 4 Palmetto Fellow Scholarships. WAHS continues to be fully-accredited by the Southern Association of Colleges and Schools (SACS) and the S.C. Department of Education. Career paths in Health Science, Engineering, Culinary Arts, and Maritime Science were strengthened and/or added to the curriculum as we focused on cultivating curriculum offerings that integrate relevance and a heightened sensitivity to preparation for post-secondary opportunities for our students.

We recognize the diverse abilities, interests, and aptitudes of our students and offer an array of extracurricular activities to cultivate teamwork, in addition to the skills and knowledge that build confidence, leadership, and problem-solving skills. Students produced a yearbook that was nationally recognized, our JNROTC Rifle Team earned 1st place in state and regional competitions and placed in national rankings. The Fine Arts Department achieved state recognition with superior ratings, the chorus likewise received superior ratings at state competitions, and the art students' works won multiple recognitions and are included in a display at the Charleston International Airport. Athletic teams in football, basketball, soccer, and volleyball advanced to playoff competitions.

Our strong network of business partners, community supporters, and the families of our students join us as we strive for excellence and lead our capable students into a promising future.

Mary T. Runyon, Principal
Robert Vernoe, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	94	210	18
Percent satisfied with learning environment	70.2%	69.9%	66.7%
Percent satisfied with social and physical environment	73.1%	75.0%	66.7%
Percent satisfied with school-home relations	43.6%	81.3%	55.6%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	3.8%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.1%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	444	100	13	35.1	31	20.9	63.5	69.8	65.9	Yes	Yes
Male	221	99.5	13.2	39.7	27.9	19.1	60.8	67.3	60.8	N/A	N/A
Female	223	100.4	12.7	30.7	34	22.6	66	72.3	71	N/A	N/A
White	160	99.4	2.6	27	32.9	37.5	80.9	91.6	77.5	Yes	Yes
African American	255	100	20.1	41.8	28.9	9.2	50.6	48.4	49.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	87.2	80.2	I/S	I/S
Hispanic	17	100	12.5	25	43.8	18.8	75	62.6	56.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	71	98.6	41.5	41.5	13.8	3.1	29.2	28.3	21.3	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	13	107.7	18.2	18.2	27.3	36.4	72.7	54.7	47.3	I/S	I/S
Subsidized meals	239	100.4	21.1	40.4	29.1	9.4	51.1	50.2	51.5	Yes	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	444	99.8	18.8	35.6	27.6	18	57.5	64.2	62.3	No	Yes
Male	221	99.5	18.1	32.4	29.9	19.6	61.3	66.5	61.7	N/A	N/A
Female	223	100	19.3	38.7	25.5	16.5	53.8	62	63	N/A	N/A
White	160	99.4	10.5	26.3	29.6	33.6	75.7	86.8	75	Yes	Yes
African American	255	100	25.1	42.3	25.9	6.7	44.4	41.8	44	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	87.2	85.5	I/S	I/S
Hispanic	17	100	12.5	25	43.8	18.8	62.5	58.9	56.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	71	98.6	55.4	29.2	9.2	6.2	26.2	25.7	22.1	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	13	100	18.2	18.2	45.5	18.2	81.8	59.3	52.6	I/S	I/S
Subsidized meals	239	100	26.5	43	24.2	6.3	43.5	43.1	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)											
All Students	441	93.4	52.7	24.5	14.6	8.3	22.8	N/A	N/A	N/A	N/A
Male	219	92.2	50.5	23.3	14.4	11.9	26.2	N/A	N/A	N/A	N/A
Female	222	94.6	54.8	25.7	14.8	4.8	19.5	N/A	N/A	N/A	N/A
White	159	95.0	34.4	27.8	17.9	19.9	37.7	N/A	N/A	N/A	N/A
African American	252	93.7	66.5	22.0	11.0	0.4	11.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	17	82.4	42.9	28.6	21.4	7.1	28.6	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	67	82.1	80.0	12.7	1.8	5.5	7.3	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	15	80.0	25.0	50.0	16.7	8.3	25.0	N/A	N/A	N/A	N/A
Subsidized meals	237	92.4	66.2	21.0	10.5	2.3	12.8	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	460	98.7	16.5	40.2	26.6	16.7	56.9	64.1	61.8
	2010	444	100	13	35.1	31	20.9	63.5	69.8	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	459	98.7	25.2	34.9	23.6	16.3	54.2	62.9	62.7
	2010	444	99.8	18.8	35.6	27.6	18	57.5	64.2	62.3

* Adjusted to account for natural variation in performance.